

Implementation Strategy Cooperative Learning Type of Student Achievement Division Team (STAD) to Improve Social Skills Students on Learning Morals in Man 2 Pontianak Learning the Year 2016/2017

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Abstract

Background doing the research is Social skills is an individual's ability to communicate effectively with others, both verbally and nonverbally. Facts social attitudes such selfishness, individualism, indifferent, no responsible attitude, miss communication and interaction with others. One Cooperative learning strategy to develop cooperation between the character. This study aims to reveal (1) The condition of the student's social skills learning MAN 2 Morals in Pontianak. (2) Implementation STAD type cooperative learning strategies in improving the social skills of students in the learning Morals in MAN 2 Pontianak. (3) The resulting increase in the students' social skills through cooperative learning strategies STAD type on learning Morals in MAN 2 Pontianak. This study used a qualitative approach with descriptive methods. The location in this study is Islamic State Senior High School (MAN) 2 Pontianak. Then the source of data in this study were students, teachers of subjects Morals, character, written documents relating to research in the lesson. Further data collection techniques used were non-participant observation, measurement Likert scale, unstructured interviewing direct observation and documentation. Data analysis technique with data reduction, data display, data verification and scoring. While the technique of checking the validity of the data used is a member check and triangulation. This research resulted in major conclusion that the implementation of STAD cooperative learning strategies to improve the social skills of students in the learning morals in MAN 2 Pontianak done by verbal and non-verbal in accordance with social skills. In more detail, the study concluded that: (1) The condition of the student's social skills learning MAN 2 Morals in Pontianak. (2) Implementation STAD type cooperative learning strategies in improving the social skills of students in the learning Morals in MAN 2 Pontianak. (3) The resulting increase in the students' social skills through cooperative learning strategies STAD type on learning Morals in MAN 2 Pontianak.

Keywords: Cooperative Learning, STAD Type, Social Skills, and Learning Morals.

I. INTRODUCTION

The purpose of the National Education Law 20 Year 2003 on National Education System (sisdiknas) said that the national education serves to develop learners become a man of faith, righteous, and noble. This is in line with the opinion of Macintyre (in Tallat Rashid, 2010: 71) that the lack of social behavior such learners interferes with learning and teaching will create classroom conditions become ineffective and inefficient. Besides, social attitudes such as mutual cooperation, concern for others, responsibility do fellow underdeveloped. Instead they are more familiar with selfishness, individualism, indifference, lack of sense of responsibility, lazy communicate and interact with social communities. Students in the classroom and the learning show little social skills, such as less able to work together, help each other, communicate, selfish, and does not want the responsibility of a task group that is its job well.

Schools are educational institutions oriented to value (value-oriented enterprise). Therefore social morals as very important social skills become a serious concern for educators, especially in schools in various aspects and activities. In the study described in the formulation of the National Policy on Development of National Character that strategy implementation Cooperative and social skills including: (1) Disorientation in appreciation of the value of Pancasila as the philosophy and ideology of the nation, (2) Limitations of the integrated policy in realizing the essence of Pancasila, (3) Shift value ethics in the life of the nation, (4) unawareness of cultural values, (5) the threat of disintegration, (6) the weakness of the nation's independence. ([Http://pendikar.dikti.go.id/wp-content/uploads/Kebijakan-Nasional-Pendikar.pdf](http://pendikar.dikti.go.id/wp-content/uploads/Kebijakan-Nasional-Pendikar.pdf)). Since the beginning of 2010 precisely on January 14, 2010 the government through the Ministry of Education states the program "Culture and National Character Education" as a national movement through various programs in developing implementation guidelines for Culture and National Character Education.

(Staff.uny.ac.id/sites/.../Penddk%20karakter%20dan%20Pemerintah_0.dooleh AM Sardimam).

The fact was revealed by the Minister of Religious Affairs, Muhammad Maftuh Basyuni (in Muhaimin, 2005: 23) that "religious education tend to promote aspects of cognition (thinking) to affection (taste) and psychomotor (behavior)". Thus, one character habituation learning social skills through Cooperative learning strategies to develop inter-group relations, acceptance of classmates, improve self-esteem and respect for others

and mutual help. In Cooperative based research in universities in America that resulted in implementation of the outcomes of learning Cooperative cognitive and affective (Richard M. Felder and Rebecca Brent, 6). Furthermore, researchers raise the research is about the implementation of Cooperative learning strategies STAD social skills based on subjects morals. Whereas the basic learning competencies first time face to face include the cognitive, affective and psychomotor. Therefore, researchers wanted to know more about the implementation of Cooperative learning strategies STAD social skills based on subjects morals.

Based on the above background, the researchers consider it necessary to examine further how the Strategy Implementation STAD Cooperative learning mode To Improve Social Skills On Moral Education in the title "Strategy Implementation STAD Cooperative learning mode To Improve Social Skills On Moral Education in Pontianak MAN 2". Through action research strived for improvement in implementing learning strategies STAD type Cooperative learning by training teachers to implement learning strategies Cooperative learning STAD type well and that teachers of moral teaching can cultivate students' social skills.

II. THEORETICAL REVIEW

Strategy Implementation STAD type of Cooperative learning to Improve Social Skills Students

1. Social Skills

Social skills is the ability to organize knowledge and conduct integrated actions directed at some of the social and inter-cultural purposes. According to Syamsul Bahri Talib (2010: 165) explains that social skills are formed from an attitude of social awareness in relationships with others, respect yourself and others, the ability to communicate, give or receive feedback in accordance with the norms and regulations.

a. Elements of Social Skills

Caldarella and Merrell (in Tallat Rashid, 2010: 70) describes the elements in social skills are: (a) the relationship peer skills (b) self-management skills (c) academic skills (d) skills of compliance, and (e) skills affirmation. Further Explains (Maria Asunta, 2013: 171) that a number of attitudes social skills are: a) social awareness, b) proficiency of ideas, effectiveness, and our influence in their communication with other people or groups, c) the development of empathy or the ability of the individual relations with others on a more personal level and d) interaction style. While aspects of social skills by Noncy Lobb, (1999), namely: to maintain the appearance, communication skills (voice, facial expressions, and body), skilled socially connected, highly skilled to face the problem, to be flexible, open to criticism and the things new, has a good work ethic, responsibility for oneself and others in teamwork.

b. Characteristics of Social Skills

According to Stephen N. Elliott, (Octavia Arlina Shahara, 2013: 40) mentions seven (7) characteristics of students who have social skills, among others, are able to communicate effectively, work well together, have a firm attitude, have a responsibility, have the skills to empathize, skilled hang out or get involved in a group, and have the ability to control themselves. Instead indicators of students isolated by Elizabeth B. Hurlock (1990: 217) are: personal appearance less attractive, less sportsmanship, appearance does not match the standard of friends, self-effacing appearance, disturbing others, bossy, did not cooperate and tactless, selfish, and irritability.

c. Factors Affecting Social Skills

According Novita Siswanti, (2010: 106) describes the factors that affect social skills, ie internal factors (temperament, emotion regulation, cognitive social skills) and external factors (family, friends and environment).

2. Cooperative learning

Slavin (Tran Van Dat, 2013: 6) defines Cooperative learning learning strategy as follows:

"Cooperative learning comprises" instructional methods in the which teachers organize students into small groups, the which then work together to help one another learn academic content "

Cooperative learning is learning where teachers organize students into small groups to work together to help each other learn the academic content. According to Johnson (Danielle Marcendetti, 2010: 10) Cooperative learning objectives is to work together to achieve a common goal. While Slavin (Karrie A. Jones and Jennifer L. Jones, 2008: 62) explains that the purpose of learning is to develop an understanding Cooperative them in helping others, and the benefits of Cooperative learning that is both academic and social-emotional. According to Johnson and Johnson (Danielle Mercendetti, 2010: 4) there are five elements of Cooperative learning is positive interdependence, individual accountability, promotive interaction, social skills, prosesan Group.

3. Student Teams Achievement Division (STAD)

Isjoni (in Suroto, 2011: 49) STAD type of Cooperative is one that focuses on the activities, interactions between students to motivate each other in mastering the subject matter achieve maximum performance. Cooperative learning methods are Jigsaw, Group Investigation (GI), Rotating Trio Exchange, and Group Resume. Purposes of applying the learning methods of Cooperative learning (STAD) so that students can learn in a group together, respect each other and give the opportunity to others. The central concept in Cooperative learning (STAD) is: awards groups, individual accountability, and equal opportunities for the achievement of the objectives of Cooperative learning. STAD Cooperative learning is implemented through five stages, as follows:

a. Stage Presentation Material

At the stage of presentation of the material the teacher presents the objectives of learning, learning motivation, apperception and pretest. The purpose of giving this apersepsi for students to connect to their content (Isjoni in Suroto, 2011: 50).

b. Phase Group Activity

Stage of group work is the step of administering an assignment sheet as a material to be studied. Students help each other, providing solutions in the activities of the group. The group gathers the group's work. Teachers act as facilitators and motivators (Isjoni in Suroto, 2011: 50).

c. Individual Test Phase

Individual test stage is the stage to determine the success of learning. Therefore, teachers individually carry out tests on the material that has been discussed. Scores of individuals are taken into account to determine the group score (Isjoni in Suroto, 2011: 50).

d. Stage Award Group

Group score calculation is done by summing each individual score development according to the number of group members. The award is given in accordance acquisition average scores were categorized into either group, a great group, and a super group.

Instructions educators in forming a working group Cooperative learning STAD type, namely: 1) Teachers form groups, 2) The formation of groups based on the diversity of skill levels, and 3) Determine the members of a group based on residence. (Robert E. Slavin, 2014: 7). Meanwhile, Aqib Zainal and Rohmanto, (Siti Maemunah, 2013: 15) mentions six phases in the learning Cooperative Type STAD, namely 1) The teacher presents the objectives and motivation, 2) Present information, 3) Organize students into study groups, 4) Assist the working group in the study, 5) Perform the test material, 6) Giving awards.

III. RESEARCH METHODOLOGY

This research is a field located at the MAN 2 Pontianak class XI IAI (total of 36 students) with qualitative data collection through the technique of indirect communication with a questionnaire to students of class XI (before and after the action), the observation of non partisipant and measurably improved through Likert scale, (activities of teachers to implement Cooperative learning STAD type and social skills of students) unstructured interviews on teacher behavior.

1. Design Research

Design research is Classroom Action Research or PTK collaboratively between teachers of subjects morals with investigators. Ebbutt (Rochiati Wiriaatmadja, 2010: 11) explains that the class action research is a systematic review efforts to improve the implementation of educational practice. Thus, PTK is a systematic study of reflective planning to vote against the class action. The action research procedures are as follows:

a. Planning phase

In the planning stage is prepared procedures for the implementation strategy of Cooperative learning type Student Team Achievement Division (STAD), Guidelines for Preparation of RPP (Syllabus), Learning Implementation Plan (RPP), Learning Tool (materials, media, and learning resources), Student Worksheet (LKS), Student Quiz Sheets, Sheet Assessment Group, Teacher Observation Instrument, Instrument Social Skills Student Observation and documentation tools.

b. Implementation phase

- 1) The teacher describes the procedure of learning strategies based Cooperative learning social skills.
- 2) The teacher divides the students into 6 groups yang each of its members amounted to 5-6 students. In each group is filled by students varying levels of intelligence and social skills.
- 3) The teacher explains the aspects of social affective and psychomotor skills that must be owned and implemented by the students, especially in working together.
- 4) Present the subject matter in 15 minutes. The teacher distributed sub-topic, the material formulation, and worksheets (each member in the group different from each other), but the responsibility of the overall settlement of the worksheet is the responsibility of the team.
- 5) Students gather information and process data to obtain troubleshooting.
- 6) In the discussion groups, teachers observe students' social skills, directing students to develop social skills, and leads the group to work together that well.
- 7) Each group presented the group's work in turns and audiences respond to the presentations presenter.
- 8) Teachers observed and directed that the students develop social skills well.
- 9) Strengthening and conclusions together, teachers and students together to reflect on the material and social skills in the learning process.
- 10) The teacher distributes the quiz to each student.
- 11) After completion of the quiz, the student corrects together a quiz that has been done.
- 12) The teacher then adding together the group and quiz grades earned by each student. And announced the

maximum value in the group.

13) Teachers give rewards to groups that obtain maximum value

14) The teacher closes the lessons to motivate the students can enhance social skills possessed again.

c. phase Observations

Observations were made on the implementation of Cooperative learning strategies STAD-based social skills by teachers morals and observed deficiencies and improvement in every cycle. Further observations were made on several things, namely:

- 1) Activity of teachers in learning (initial activities, core and cover) in the implementation of Cooperative learning strategies with STAD.
- 2) Activity of teachers in guiding and directing the social skills of students. (Evaluated and given a score in each cycle)
- 3) The active participation of students and the development of social skills in teamwork and open discussion (evaluated and given a score in each cycle)

d. Reflecting

Reflection is an activity that analyzes and identifies shortcomings and improvement of action results from the evaluation (in the form of a score). Reflection is done in each cycle to see the results of the actions that have been achieved. When the results of action results in cycle 1 not show the expected result action may be taken to 2 through cycles of action research 2. successful if:

- 1) Most (75% of students) can develop social skills.
- 2) Most (70% of students) can develop social skills.
- 3) More than 80% of group members are active in the task group.

2. Data Analysis

Qualitative data analysis techniques used in this study are the data analysis interactive model of Miles and Huberman (1984), (the Sugiyono, 2007: 246). Form of data reduction, data display, and conclusion drawing / verification. While the analysis of quantitative data on the observation of the data the students' social skills, (before and after the action) and the assessment results of observation. Components were analyzed amounted to 7 students social skills component consisting of 54 aspects. To facilitate the analysis of every aspect that appears in each learning component given ratings by using Likert Scale score score is a scale of 1 to 5. With the Likert scale variables will be measured and translated into indicator variables. Then indicators are used as a benchmark in setting items of the instrument a statement. Anas Sujono (1999, 40) explains that the value of each component of each meeting summed and calculated using descriptive statistics using percentage analysis later described.

The formula used is as follows:

$$P = \frac{S}{N} \times 100 \%$$

Information

P = Percentage

S = Score hasilpenelitian derived from the number of votes aspect that emerged from contextual learning setiapkompnen

N = Tthe product of the maximum score linked scale with the number of aspects that appear in every component of contextual learning.

Meanwhile, to obtain an overall picture, calculating the sum of the components, on average, and a range of pre-meeting, the first meeting, a second meeting, the third meeting and the meeting to four by using the following formula:

a. Formula summation score components (in every meeting)

KKS $\Sigma = (K1 + K2 + K3 + \dots + K7)$ Description: $\Sigma =$ epsilon

b. The average value of the components of social skills

Notes: \bar{X} = average social skills component

c. Range: $R = S_{max} - S_p$

R = the difference in maximum score with a score of research results

$$X = \frac{\sum KKS}{N}$$

IV. DISCUSSION

a. Pre Event Actions

Activity begins with the pre-action unstructured interviewing teachers of moral teaching. Interview character-based learning social skills of students in the determination of the action leads to the improvement and enhancement of social skills-based learning process through the implementation of Cooperative learning strategies STAD. Subsequently, researchers conducted preliminary observations on the implementation of learning morals and social skills of students before the implementation of Cooperative learning STAD type of learning-based social skills. Observations Social Skills Students Pre-Action can be seen in the following table.

Table: Observations Social Skills Student Class XI IAI MAN 2 Pontianak At Pre-Action (Pre Cycle)

No	Elements of Social Skills	before action	
		Score	Persentase
1	How to Speak (10 sub-elements)	26.03	65.08
2	How to Hear (7 sub-element)	17.36	68.01
3	Working together in groups (6 sub-elements)	19.06	68.07
4	Ability Discuss (7 sub elements)	15.60	65.03
5	Ability to Manage the Mind (7 sub-element)	17.36	62.01
6	Work Ethic (7 sub-element)	19.33	69.05
7	Ability in Intercourse (7 sub-element)	19.06	70.02
	Average		65.89

Results observation (pre-cycle studies) were conducted to 33 students, the percentage of social skills of students is 65.89%. These results illustrate that the social skills of students MAN 2 Pontianak diobsevasi with a maximum value of 204, then the average social skills just reached 65.89%, with details of how to talk (65.08%), by listening (68.01%), in collaboration with the group (68.07%), ability to discuss (65.03%), ability to manage thoughts (62.01%), work ethic (69.05%) and the ability in the association (70.02%). If the value associated with the condition assessment system Likert social skills class XI MAN 2 Pontianak IAI is still in the category enough.

Based on the results of the study showed that the students' social skills, namely how to talk (65.08%), by listening (68.01%), in collaboration with the group (68.07%), ability to discuss (65.03%), ability to manage the mind (62.01%), work ethic (69.05%) and the ability in the association (70.02%). If the value associated with the condition assessment system Likert social skills class XI MAN 2 Pontianak IAI is still in the category enough. Based on the description of the development of students' skills in the above table is explained that the speech of students in a category quite well, how to hear the students in the category quite well, working together in groups in the category quite well, the ability to discuss in good enough category, the ability to manage the mind in good enough category, the work ethic of students in a category is quite good, and the ability of the student association in the category quite well.

b. Class Action Research Cycle

This study was done 2 cycles. In each cycle looks weaknesses and teachers in implementing improvement strategies STAD type of Cooperative learning to improve students' social skills and social skills acquired through learning STAD type of Cooperative learning. Each cycle of the PTK (classroom action research), which consists of planning, implementation, observation and reflection as follows

1) The Planning Phase

Activities carried out during the planning phase include:

- a) Researchers provide guidance to teachers on the preparation of lesson plans with strategies to Type STAD Cooperative learning and using Thematic and provide guidance on how to implement measures STAD.
- b) Preparation of Learning Implementation Plan (RPP), Student Worksheet (LKS), preparing learning resources, learning media, and quizzes.
- c) For the purposes of researchers Meanwhile prepare the student questionnaire sheet, and teacher observation sheet.

2) Implementation Phase

- a) Researchers explain learning strategies that will be used later deliver ordinances students in learning activities with the goal of learners interested STAD Cooperative learning strategies. Learners feel interested because there are gifts to a group that gets the highest score and reach certain criteria.

- b) Teachers open the lesson with a greeting and a prayer together. Teachers carry out preliminary activities. Saluted and start the lesson by saying basmalah and then pray together. Together bertadarus al-Qur'an (for 5-10 minutes). Presence (ask about students who do not attend). Conditioning classes (preparation neatness, cleanliness, and learning tools). Asking material never taught (Appersepsi). Briefly describe the material that will be taught by core competencies and basic competencies, indicators and objectives to be dicapai. Guru guide students to formulate the material to be studied. Briefly explain the social skills that should be familiarized by the students.
- c) Then the teacher explains the material Morals and discuss topics that have dipresentasikan. The teacher asks the students to pay attention so that students understand the subject / learning materials were presented.
- d) The teacher distributes worksheets, ask Shiva to prepare a laptop, learning resources, and create a report in the form of power point as well as to present and discuss the report in an open discussion.
- e) The learning activities of students used an approach ilmiah
- f) The teacher conducting the closing activity concludes the study, dividing the quiz to all students, then teachers with students correcting quiz results and add them up group performance assessment. Teachers provide the results of the 3 best group. Teachers submit items for the next meeting, giving the final motivation, read the prayer and greetings.

3) Observation stage

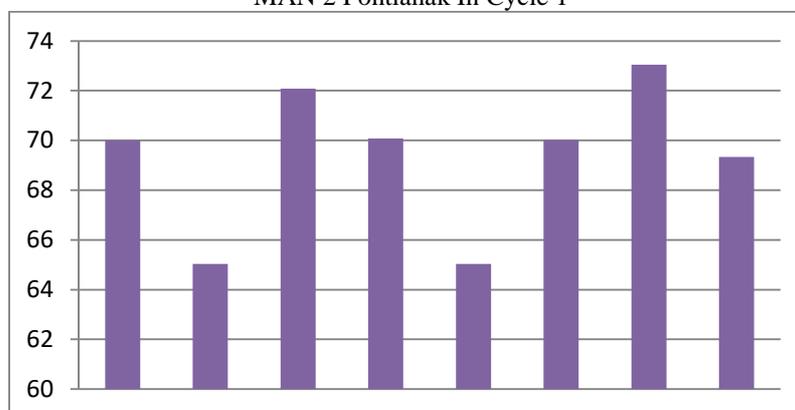
The results of the implementation of the strategy Cooperative learning STAD to improve social skills in cycle 1 can be seen in the table below, is as follows:

Table Social Skills Students before implementation of type STAD Cooperative Learning Strategies and In Cycle 1

No	Type Social Skills	Initial Conditions	Cycle 1	Enhancement
1	How to Speak	70.15	71.52	1.37
2	How to Hear	69.81	73.59	3.78
3	Working together in groups	72.19	80.74	8.55
4	Ability Discuss	65.66	71.59	5.93
5	Ability to Manage the Mind	68.51	75.11	6.6
6	Work Ethic	67.47	79.65	12.18
7	Ability in Intercourse	71.97	80.41	8.44
		69.58	75.91	6.33

From the results, then the value of social skills class XI students majoring IAI MAN 2 Pontianak in cycle 1 amounted to 69.33%, with a minimum value of 128 (65.04%) and the value and the maximum value is 179 (73, 05%). Value component manner of speaking is 70%. Values component heard way is 65.04%. Value components work together in a group is 72.08%. Value component discuss capability is 70.08%. Value component the ability to manage the mind is 65.04%. Work ethic component value is 70.02%. And the value of the component in the association's ability is 73.05%. Social skills of students in cycle 1 is already showing progress after the implementation of measures such as the implementation strategy of Cooperative learning STAD.

Diagram: Social Skills Student Class XI IAI
 MAN 2 Pontianak In Cycle 1



From the observation of the students' social skills, whether there is a table and the chart above, shows that the social skills of students in cycle 1 has begun to show progress after implemented measures such as the implementation strategy of Cooperative learning STAD. Furthermore, the implementation of Cooperative

learning strategies STAD in cycle 2 is as in the table below:

Table: Social Skills Student Class XI IAI
 MAN 2 Pontianak In Cycle 2

No	Elements of Social Skills	Cycle 2	
		Score	Persentase
1	How to Speak (10 sub-elements)	30	75
2	How to Hear (7 sub-element)	21	75
3	Working together in groups (6 sub-elements)	21	75
4	Ability Discuss (7 sub elements)	17.79	74.12
5	Ability to Manage the Mind (7 sub-element)	20.97	74.89
6	Work Ethic (7 sub-element)	21	75
7	Ability in Intercourse (7 sub-element)	21.06	75.22
	Average		74.89

Based on the above table it can be seen that the maximum percentage of the average skills of students in the second cycle is 74.89%. Score a maximum amount to 30 with roughly 75% of the components contained in a manner of speaking. While the minimum score amounted to 17.79 with the percentage of 74.12% contained in the component's ability to discuss. Some of the other components of the social skills that other students is a way to speak with a percentage of 75%, by listening with a percentage of 75%, work in groups with a percentage of 75%, the ability to discuss with the percentage of 74.12, the ability to manage the mind with a percentage of 74.89% , work ethic with a percentage of 75%, and ability in association with the percentage was 75.22%. Furthermore, the condition of the social skills of students with various components or elements can be seen in the diagram below.

Based on the research results, it can be seen that the social skills of students with components by talking with a percentage of 75%, by listening with a percentage of 75%, work in groups with a percentage of 75%, the ability to discuss with the percentage of 74.12, the ability to manage thoughts with percentages 74.89%, work ethic with a percentage of 75%, and ability in association with the percentage was 75.22%. Social skills after the implementation of Cooperative learning strategies STAD in cycle 2 has shown the progress of cycle 1. Social skills class XI IAI MAN 2 Pontianak on cycle 2 was an increase when compared to cycle 1, at 5:55% on average 69.36% to 74.91%, greater than the increase in the pre-action to the cycle of cycle 1, ie 2 , 12% amounting However, when compared with the initial condition (before the implementation of Cooperative learning strategies STAD), an increase of 9:05%.The following table shows the increase in social skills class XI student of IAI MAN 2 Pontianak from real conditions (before the implementation of Cooperative learning strategies and the implementation of strategies STAD STAD Cooperative learning in cycle 1 and cycle 2.

Table Social Skills Student Class XI IAI
 Pre-Action, Cycle 1 and Cycle 2

Social Skills	Pre Action	Cycle 1	Cycle 2	Enhancement
How Speaking	65.08	70	75	9.92
How to Hear	62.01	65.04	75	12.99
Teamwork	68.07	72.08	75	6.93
Discuss	65.03	70.08	74.12	9.09
Managing Thoughts	62.01	65.04	74.89	12.88
Work Ethic	69.05	70.02	75	5.95
Intercourse	70.02	73.05	75.22	5.02
Average	65.86	69.36	74.91	9.05

From the above table envisaged that the implementation of Cooperative learning strategies STAD, for all aspects of social skills, ranging from pre-action, cycle 1 and cycle 2 increased by 9:05% Increase skills the ability to hear very high at 12.99%, and the ability to manage thoughts 12.88%, and then successively speech 9.92% , the ability to discuss 9:09%, 6.93% joint capabilities and work ethic of 5.95%. Then the smallest increase occurred in how to get along at 5:02%. For more details, the details shown in the diagram below, is as follows:

4) Phase Reflection

After considering the results of the above observations, then there are things that need to be reflected, both in cycle 1 and cycle 2. Things that need serious attention in cycle 1 is as follows:

- Repair and the need to increase their speaking manner, hear the speech of others, cooperation in groups, discuss, manage your mind, work ethic and social skills of students in the association.
- Repair and improvement of skills of teachers in the formation of the group, enable and provide opportunities for all students to present its report in turn, provide opportunities for all students to speak, more attention to students who are less active, directing students to improve their work ethic and learning, attention and

provide direction uniformly to all groups, mastery class, the teachers' skills to enable students to inquire, provide criticism and suggestions.

While the results reflect the implementation of STAD Cooperative learning strategies to improve the social skills of students in cycle 2 are as follows:

- a) the student's social skills when communicating or speaking should be socialized and skilled students improved in order to communicate with the systematic, analytical, realistic, and with facts and theories that support.
- b) Social skills of students at the time of hearing the conversation of others should be socialized and skilled students improved in order to hear the speech of others seriously, analysis, and respond scientifically and with strong arguments, too.
- c) Social skills in the students work together in groups should be familiarized and further improved so that students skilled in collaboration with mutual support, respect, tolerance, maintaining compactness, and determined to move forward together in a group.
- d) the social skills of students in the discussion, should be socialized and further enhanced so skilled student discussion by contributing, benefits, professional, and reach decisions together well.
- e) the student's social skills in managing the mind must be socialized and further enhanced to enable students to skillfully manage the mind with logical analysis, critical, scientific and based on scientific fact, conceptual, synthesis, and systematic.
- f) the student's social skills in work ethic should be familiarized and further enhanced so skilled student with a strong work ethic, hard working, intelligent, professional, and capable of predicting any shortages, overages, and Able to repair its performance to Achieve maximum results.
- g) social skills of students in the association should be familiarized and further enhanced so that students skilled in the association by providing benefits to others, understand each other in relationships, good at putting himself in the association, savvy in negotiating good, and can put personal and group interests well.

V. CONCLUSIONS AND RECOMMENDATIONS

Based on the data exposure and understanding of the results in the previous section that corresponds to the focus of the research, it can be concluded that the implementation of STAD Cooperative learning strategies to improve the social skills of students in the learning morals in MAN 2 Pontianak can be summarized as follows:

1. Real Condition (Pre Measures) Social Skills students on Moral Education Class XI MAN 2 Pontiaak IAI is the result of observation (pre-cycle studies) were conducted to 33 students, the percentage of social skills of students is 65.89%. These results illustrate that the social skills of students MAN 2 Pontianak diobsevasi with a maximum value of 204, then the average social skills just reached 65.89%, with details of how to talk (65.08%), by listening (68.01%), in collaboration with the group (68, 07%), ability to discuss (65.03%), ability to manage thoughts (62.01%), work ethic (69.05%) and the ability in the association (70.02%). Conditions of social skills class XI MAN 2 Pontianak IAI is still in the category of pretty good, it means the condition of the students' social skills should be improved.
2. The results of the implementation of STAD type Cooperative learning strategies in improving the social skills of students in the learning Morals in MAN 2 Pontianak, which is as follows:
 - a. Once implemented STAD type of Cooperative learning strategies in teaching morals in cycle 1, then the social skills class XI IAI MAN 2 Pontianak at 69.33%, the minimum value of 128 (65.04%) in skills by listening with a score of 18.21 and skills to manage the mind with the score 18:21. The maximum value of 179 (73.05%) on skills in association with a score of 20:45., While the value of 70% of components a manner of speaking, by listening 65.04%, in collaboration with the group of 72.08%, 70.08% Ability discussion, ability to manage thoughts 65.04 %, 70.02% work ethic and ability in the association 73.05% .. this means that the student's social skills have been well categorized.
 - b. Once implemented STAD type of Cooperative learning strategies in teaching morals in cycle 2, then the social skills class XI IAI MAN 2 Pontianak by 74.89%. Score a maximum amount to 30 with roughly 75% of the components contained in a manner of speaking. While the minimum score amounted to 17.79 with the percentage of 74.12% contained in the component's ability to discuss. Some of the other components of the social skills that other students is a way to speak with a percentage of 75%, by listening with a percentage of 75%, work in groups with a percentage of 75%, the ability to discuss with the percentage of 74.12, the ability to manage the mind with a percentage of 74.89% , work ethic with a percentage of 75%, and ability in association with the percentage was 75.22%. This means that the social skills of students categorized own good, yet so social skills of students in the second cycle is increased from cycle 1.
3. The resulting increase in the students' social skills through Cooperative learning strategies STAD type on learning Morals in Pontianak namely MAN 2
 - a. Social skills class XI IAI MAN 2 Pontianak on cycle 2 was an increase when compared with the cycle 1 at

5:55% on average 69.36% to 74.91%, greater than the increase in the pre-action to the cycle of cycle 1, which is 2, 12%. However, when compared with the initial condition (before using STAD), an increase of 9:05%. This means that the social skills of students at the time of action has not been done yet in the category quite well, but after the action, then the social skills of students increased in the category has been good.

- b. For all aspects of social skills, ranging from pre-action, cycle 1 and cycle 2 increased by 9:05% Increase skills the ability to hear very high at 12.99%, and the ability to manage thoughts 12.88%, and then successively speech 9.92%, the ability to discuss 9:09%, 6.93% joint capabilities and work ethic of 5.95%. Then the smallest increase occurred in how to get along at 5:02%.

After listening to and watching the results of the implementation of Cooperative learning strategies of type Student Team Achievement Division (STAD) to improve social skills class XI students majoring in Islamic Studies (IAI) in Madrasah Aliyah Negeri (MAN) 2 Pontianak, it is recommended as follows:

1. Based on action research conducted in MAN 2 Pontianak, especially in class XI IAI on learning morals, it is recommended to teachers Morals to continue to implement STAD Cooperative learning strategies in an effort to improve students 'social skills are required in order to support the development of students' social morals which in fact is very important to have the students, both in learning and lack of schools and in public life.
2. In the context of implementing STAD Cooperative learning strategies, the necessary facilities to support the implementation of STAD type of Cooperative learning strategies in the form of media and learning resources, such as the existence of good internet access in the classroom, the availability of the LCD, television and CD learning and coupled with various types reading material or learning resources to suit various learning materials, such as modules, handouts, magazines, newsletters, and others.
3. Excellent classroom action research to improve the quality of education and pembelajaran in school, and therefore recommended that researchers conduct more intensive cooperation with teachers to conduct joint research, so that the problems arising in the learning process of the main areas of Religious Education Islam (PAI) can be solved, so that the adverse conditions in the learning process can be improved and diingkatkan continued quality learning.

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